

LOWER LEE ELEMENTARY

5142 St. Charles Rd.
Mayesville, SC 29104

GRADES PK-6 Elementary School

ENROLLMENT 343 Students

PRINCIPAL May Caesar 803-437-2128

SUPERINTENDENT Dr. Willie Townes 803-484-5327

BOARD CHAIR Mrs. Queenie Boyd 803-484-6326

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	10	53	47	3

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Unsatisfactory	Unsatisfactory	N/A
2003	Unsatisfactory	Unsatisfactory	No
2004	Below Average	Good	Yes

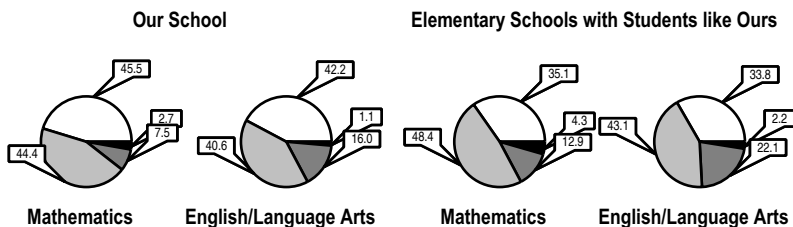
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

73.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	216	99.1	41.6	41.1	16.2	1.1	29.2	Yes	Yes
Gender									
Male	99	98.0	53.1	34.6	11.1	1.2	21.0		
Female	117	100.0	32.7	46.2	20.2	1.0	35.6		
Racial/Ethnic Group									
White	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	210	99.5	41.4	41.4	16.0	1.1	29.3	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	197	99.0	37.1	44.3	17.4	1.2	31.1		
Disabled	19	100.0	83.3	11.1	5.6	0.0	11.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	216	99.1	41.6	41.1	16.2	1.1	29.2		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	212	99.5	41.8	41.2	15.9	1.1	29.1		
Socio-Economic Status									
Subsidized meals	192	99.0	42.0	40.7	16.7	0.6	29.0	Yes	Yes
Full-pay meals	24	100.0	39.1	43.5	13.0	4.3	30.4		

Mathematics - State Performance Objective = 15.5%									
All Students	216	100.0	45.5	44.4	7.5	2.7	20.9	Yes	Yes
Gender									
Male	99	100.0	49.4	43.4	6.0	1.2	18.1		
Female	117	100.0	42.3	45.2	8.7	3.8	23.1		
Racial/Ethnic Group									
White	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	210	100.0	45.1	44.5	7.7	2.7	20.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	197	100.0	43.2	45.6	8.3	3.0	22.5		
Disabled	19	100.0	66.7	33.3	0.0	0.0	5.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	216	100.0	45.5	44.4	7.5	2.7	20.9		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	212	100.0	44.8	44.8	7.7	2.7	20.8		
Socio-Economic Status									
Subsidized meals	192	100.0	47.0	43.3	7.3	2.4	21.3	Yes	Yes
Full-pay meals	24	100.0	34.8	52.2	8.7	4.3	17.4		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	47	97.9	32.4	37.8	27.0	2.7	29.7
	Grade 4	62	96.8	62.8	34.9	2.3	N/A	2.3
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	55	100.0	27.3	41.8	27.3	3.6	30.9
	Grade 4	47	95.7	37.2	48.8	14.0	N/A	14.0
	Grade 5	54	100.0	59.6	38.5	1.9	N/A	1.9
	Grade 6	60	100.0	46.6	36.2	17.2	N/A	17.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	47	100.0	48.6	37.8	10.8	2.7	13.5
	Grade 4	62	100.0	66.7	26.7	6.7	N/A	6.7
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	55	100.0	30.9	58.2	7.3	3.6	10.9
	Grade 4	47	100.0	44.4	42.2	11.1	2.2	13.3
	Grade 5	54	100.0	57.7	38.5	3.8	N/A	3.8
	Grade 6	60	100.0	53.4	36.2	6.9	3.4	10.3
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 343)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	8.3%	Up from 2.2%	3.6%	2.7%
Attendance rate	97.3%	Up from 95.5%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		6.5%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.5%		5.6%	3.5%
Eligible for gifted and talented	1.3%	Up from 0.0%	5.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.3%	Down from 3.9%	8.0%	8.2%
Older than usual for grade	2.3%	Up from 0.5%	2.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.2%	Up from 0.0%	0.0%	0.0%

Teachers (n= 26)				
Teachers with advanced degrees	34.6%	Down from 47.6%	48.0%	51.4%
Continuing contract teachers	69.2%	Down from 71.4%	79.5%	87.5%
Highly qualified teachers**	100.0%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	28.6%		3.6%	0.0%
Teachers returning from previous year	86.2%	Up from 72.7%	82.2%	86.7%
Teacher attendance rate	95.3%	Down from 96.2%	94.8%	94.9%
Average teacher salary	\$33,454	Down 3.2%	\$39,001	\$40,760
Prof. development days/teacher	9.7 days	Up from 5.0 days	13.4 days	12.4 days

School				
Principal's years at school	8.0	Up from 0.3	4.0	4.0
Student-teacher ratio in core subjects	17.1 to 1	Down from 17.3 to 1	17.1 to 1	18.9 to 1
Prime instructional time	91.7%	Up from 91.0%	89.0%	90.0%
Dollars spent per pupil*	\$7,123	Down 10.1%	\$7,003	\$6,044
Percent of expenditures for teacher salaries*	65.9%	Up from 65.6%	63.9%	65.9%
Opportunities in the arts	Poor	No change	Good	Good
Parents attending conferences	99.0%	Up from 39.2%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	86.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The staff and students of Lower Lee Elementary have undergone several transitions in its efforts for continuous improvement and to meet all the requirements of No Child Left Behind. We have maintained our commitment to students as reflected in our motto: Student Achievement is Our #1 Goal and Character Counts. The administration and staff have developed and added many new programs, initiatives and activities, which will involve all stakeholders for the continued progress and improvement of the school.

Several of these initiatives include:

- Relocation during the 2003-2004 school year from the regular school site to Fleming school while the regular school was being upgraded and expanded.

- Expanding the grade configuration from PreK-4th grade to Pre-K through 6th grade.

- Accommodating and offering opportunities for more programs and activities for students.

- Providing opportunities for a highly qualified staff through extensive staff development training including High Scope, Technology, Standards Based Instruction, Curriculum Calibration and SCRA.

- Encourage parental and community involvement through a very active PTO, School Improvement Council, Senior Citizens Day, Class Night, Awards Day and Effective Parenting Workshops.

- Enhancing the regular school curriculum through extracurricular activities such as two educational field trips for every student, self-esteem building activities, Ladies of Distinction and Gentlemen's Club, Little Miss and Master Contest, and many resource speakers.

- Expanding our school based partnerships with an increased number of school business partners, private and personal contributors and college involvement.

The staff at Lower Lee Elementary School will continue to involve the parents and total community in the operation of the school to ensure that students achieve and all the requirements of the No Child Left Behind initiative are met.

Betty Burgess, Principal

Mack Wilson, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	21	57	34
Percent satisfied with learning environment	70.0%	89.1%	64.7%
Percent satisfied with social and physical environment	76.2%	73.7%	73.5%
Percent satisfied with home-school relations	57.1%	89.5%	65.6%

*Only students at the highest elementary school grade level at this school and their parents were included.